Health and Fitness Year 10 (Year 1)

INTENT
The Health and Fitness course offers students the opportunities to acquire a number of practical and technical skills that will help them to develop a broad understanding of the structure and function of body systems, identify the effects of health and fitness activities on the body, understand health and fitness and the components of fitness, apply the principles of training und the impact of lifestyle on health and fitness. They will learn how to test and develop components of fitness, and apply health and fitness analysis tools to set and plan goals, through an internal assessment they will develop and take part in a health and fitness programme and understand how to prepare safely.

	Term 1								Term 2							Term 3					Term 4					Term 5							Term 6						
Dates	04/09/2023	11/09/2023	18/09/2023	25/09/2023	02/10/2023	09/10/2023	16/10/2023	23/10/2023	06/11/2023	13/11/2023	20/11/2023	27/11/2023	04/12/2023	11/12/2023	18/12/2023	08/01/2024	15/01/2024	22/01/2024	29/01/2024	05/02/2024	19/02/2024	26/02/2024	04/03/2024	11/03/2024	18/03/2024	08/04/2024	15/04/2024	22/04/2024	29/04/2024	06/05/2024	13/05/2024	20/05/2024	03/06/2024	10/06/2024	17/06/2024	24/06/2024	01/07/2024	08/07/2024	15/07/2024
Year 10	L1: Structure of the skeleton L2: Functions of the skeleton	L3: Types of bone L4: Types of joint	L5: Types of synovial joint L6: Joint Actions	L7: Joint Actions L8: Structure of a synovial joint	L9: The vertebral column and posture L10: Revision Lesson	L11: End of Topic Test Skeletal System L12: Types of Muscle	L13: Structure of the Muscular System L14: Structure of the Muscular System	L15: Antagonistic Muscle Pairs L16: Types of Muscle Contraction	L1: Muscle Fibre Types L2: Revision Lesson	L3: End of Topic test Muscular System L4: The structure of the respiratory system	L5: Diffusion and Gaseous Exchange L6: Respiratory Measurements	L7: Structure and Function of blood vessels L8: The structure of the heart	L9: Cardiovascular Measurements L10: Cardiovascular Measurements	L11: Blood Pressure L12: Revision Lesson	L13: End of Topic Test Respiratory and Cardiovascular L14:Energy Systems	L1: Short Terms Effects of Exercise L2: Long Term Effects of Exercise	L3: Health and Fitness L4: Health Related Components of Fitness	L5: Skill Related Components of Fitness L6: Principles of Training	L7: End of Topic Test Components and Principles of T L8: Fitness Testing	L9: Fitness Testing L10: Fitness Testing	L1: Fitness Testing L2: Fitness Testing – Task 1 submitted	L3: PARq L4: PARq	L5: Lifestyle Questionnaire L6: Lifestyle Questionnaire	L7: Diet Plans L8: Diet Plans	L9: Diet Plans L10: Diet Plans – Task 2 Submitted	L1: Goal Setting L2: Goal Setting – Task 3 Submitted	L3: Methods of Training L4: Methods of Training	L5: Methods of Training L6: Methods of Training	L7: Designing a Training Programme: Main Activity L8: Designing a Training Programme: Main Activity	L9: Designing a Training Programme: Warm Up L10: Designing a Training Programme: Cool Down	L11: Reviewing a Session Plan L12: Reviewing a Session Plan	L13: Designing a Diet Plan L14: Designing a Diet Plan – Task 4 submitted	L1: Justification of a training programme L2: Justification of a training programme	L3: Effectiveness of a training programme L4: Effectiveness of a training programme	L5: Re-testing Fitness L6: Re-testing fitness – Task 5 Submitted	L7: Evaluating Fitness testing results. L8: Assess the effectiveness of a training programme	L9: Assess the effectiveness of a training programme. L10: Coursework Preparation – Task 6 submitted	L11: Coursework Preparation L12: Coursework Preparation	L13: Coursework Preparation L14: Coursework Preparation
End Points	Students will be able to apply knowledge of the following content areas and apply this knowledge to examples from physical activity: • how to locate the bones in the 2 sections of the skeleton • the functions of the skeletal system and how they assist during sport/activity: • the types of bones in the body, their primary function and how they relate to movement (where applicable): • the function of joints and the different types of joints in the body: • types of movement, how they relate to ball and socket and hinge joints and their application to specific actions in health and fitness: • the structure of a synovial joint, the function of each component and how to identify the articulating bones of each synovial joint: • how to locate the different regions of the vertebral column: • the effects posture can have when performing health and fitness activities and how to recognise postural changes: • the types of muscle, where they are located and their characteristics and functions: • the structure of the muscular system by locating the main muscles of the muscular system and their relation to joint actions: • how muscles work in antagonistic pairs to produce movement at a joint and how to apply this principle to specific actions in health and fitness: • the types of muscle contractions and how to apply these to specific actions and muscles:								Students will be able to apply knowledge of the following content areas and apply this knowledge to examples from physical activity: • the different muscle fibre types and their characteristics, including colour, contraction speed and fatigue speed and which muscle fibre types are suited to different types of health and fitness activities: • that individuals have differing numbers of type 1 and type 2 muscle fibres and how specific training can affect the performance of muscle fibre types: • the pathway of air through the respiratory system and how to locate the following structures: • the mechanics of breathing in (inhalation) and breathing out (exhalation) and the role of: • The terms 'diffusion' and 'gaseous exchange' and the features of the alveoli that assist gaseous exchange: • how to interpret the spirometer traces: • the respiratory changes that happen from rest to participating in health and fitness activities: • the structure of the blood vessels and how the structure relates to the functions of blood distribution: • how the blood vessels redistribute blood (vascular shunt) during health and fitness activities: • the 2 sides that the heart is divided into (left and right) and how to locate the following structures: • the order of the cardiac cycle and the pathway of deoxygenated and oxygenated blood around the heart: • the following cardiovascular measurements, including how they are measured (limited to maximal heart rate and cardiac output) and understand how they are relevant to health and fitness: • the 2 different types of blood pressure, the ranges of blood pressure classification and factors that affect blood pressure: • the anaerobic and aerobic energy systems and how to apply these to health and fitness activities:							Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity • the short-term effects that health and fitness activities can have on the body, how to link these to specific health and fitness activities and why each short-term effect occurs • the long-term effects of health and fitness activities on the body, how to link these to specific health and fitness activities and why each long-term effect occurs: • the terms 'health' and 'fitness' and the relationship between them: • the 5 components of health-related fitness, their definitions, how to link the components to health and fitness activities (inclusive of sporting activities) and the effect that improvements to the components has on performance in the activity: • the 6 components of skill-related fitness, their definitions, how to link these components to health and fitness activities (inclusive of sporting activities) and the effect that improvements to the components has on performance in the activity: • the 5 principles of training (SPORT) and how they can be applied to meet the needs of individuals to optimise performance in health and fitness activities: • the principles of overload (FITT) and how they can be applied to meet the needs of individuals to optimise performance in health and fitness activities: • the purpose and procedure of health-related fitness tests: • the purpose and procedure of skill-related fitness tests:					Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity: • the purpose and procedure of health-related fitness tests: • the purpose and procedure of skill-related fitness tests • health and fitness analysis tools, what information is collected, how to administer them and why they are used:					Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity • the acronym SMART in relation to goal setting and how to apply the SMART principles to set health and fitness goals: • different training methods, how they may support different individual goals in a health and fitness programme and how to set up a basic training schedule for the following methods: • the information that should be included in a health and fitness programme: • the information that should be included in the session plan: • the purpose, benefits and phases of a warm-up and cool-down and how these are applied to a health and fitness session/activity: • the components of the main activity section and how the principles of training and the principles of FITT are applied to an activity session. The learner will also understand why different methods of training are included in an activity session and how they link to components of fitness:							Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity • the requirements for reviewing the activity session:						

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Progress & assessment	Assessment will consist of: • AO1 style low stakes testing at the start of every lesson • AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit Progress tracked using NCFE grade boundaries for L1PMD + L2PMD, grades inputted into class PLC.	Assessment will consist of: • AO1 style low stakes testing at the start of every lesson • AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit Progress tracked using NCFE grade boundaries for L1PMD + L2PMD, grades inputted into class PLC.	Assessment will consist of: • AO1 style low stakes testing at the start of every lesson • AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit Progress tracked using NCFE grade boundaries for L1PMD + L2PMD, grades inputted into class PLC.	Assessment will consist of: • AO1 style low stakes testing at the start of every lesson • AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit Progress tracked using NCFE grade boundaries for L1PMD + L2PMD, grades inputted into class PLC.	Assessment will consist of: • AO1 style low stakes testing at the start of every lesson • AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit Progress tracked using NCFE grade boundaries for L1PMD + L2PMD, grades inputted into class PLC.	Assess ment will consist of: • AO1 style low stakes testing at the start of every lesson • AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit Progress tracked using NCFE grade boundaries for L1PMD + L2PMD, grades inputted into class PLC.
Key Vocabulary/literacy opportunities	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding
Connected Knowledge	**Links to practical Core PE** – *(Year 7-11)* The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. ***Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with V CERT Health and Fitness specification*** **Links to other topics -** Linked to 2.1.1 increased breathing rate and depth of breathing as a short term effect of exercise **A Level PE –** *Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types* ***BTEC Sport Level 3*** *- Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types*	**Links to practical Core PE** – *(Year 7-11)* The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. 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Links to C+C				Healthy eating and lifestyle factors	Healthy eating and lifestyle factors	

IMPACT:
Students will learn the content that is assessed in 2 ways, through an internal and external assessment. Once all content has been covered students will undertake an internal assessment in the form of a synoptic project, this same content will then be assessed in an external assessment in the summer examination window. Students progress will be tracked through frequent assessment points for both the internal and external assessment, progress will be tracked using the NCFE grading calculator in the form of the vocational grading structure (L1PMD + L2PMD).